

I Have a Dream

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students develop videos depicting their career dreams and goals.

Time: 200 minutes (can vary across several days).

Essential Questions

- How can I capture what my dream career looks like?

Preparation

- Consider conducting this lesson near Martin Luther King, Jr. Day
- Reserve computer lab with movie production software and overhead projector enabled
- Establish CIS portfolios before this lesson
- Use either the Interest Profiler or IDEAS assessment and interpret the assessment prior to this lesson
- Print the *Career Video Evaluation Worksheet*, several per student
- Find video footage of Martin Luther King, Jr. reciting his "I Have a Dream" speech
- Search for videos of people describing their dream careers; search "my dream career"

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to create a video that artistically depicts their career dreams.
2. Tell students that the resulting videos could be used to accompany college and scholarship applications.
3. Watch bits of Martin Luther King, Jr.'s "I Have a Dream" speech online.
4. Ask student why they think so much of his dream materialized.
5. Show PPT Slide 2. Talk to students about the power of having dreams and sharing those dreams.
6. Show a few career dream videos.
7. Show PPT Slide 3. Discuss and evaluate the videos as a class, using the evaluation topics on the slide.
8. Remind students of the career assessments that they recently completed; these should have provided fodder for their own career dreams.
9. Ask students to review their earlier assessment results and saved reflections if needed.
10. Describe the assignment. Tell students that they are to create a one to two minute video depicting their career dream. Explain that producing this video should help them clarify their dreams as well as communicate their dreams to others.
11. Explain that after these videos are completed, the class will select seven videos based upon what is important to them, and these will be shown in an assembly for younger students.
12. Explain that those students whose videos were *not* selected will help design and lead the assembly.
13. Show PPT Slide 4. Review the Dream Career Video teacher's evaluation criteria; ask students if they have any questions, then answer them.
14. Explain that, in addition to being evaluated by their teacher, they will score themselves. Distribute the *Career Video Evaluation Worksheets*, several per student. These are the evaluation sheets that students will use to evaluate one another. Review each of the evaluation areas on the worksheet.
15. Tell students the amount of class time you will designate for working on these videos. Reserve any equipment from the school for any work required outside of class.
16. Ask the students to consider what they would like to convey in their "I Have a Dream" videos. Suggest that they take some notes about important aspects and elements of this video, using CIS and other

resources.

17. Ask students to begin identifying content areas in class, and assign a completion date for the videos.

Subsequent Days

1. Spend several class periods assisting students with content, timelines, storyboards and videos.
2. When videos are complete, ask the students to share their videos with the entire class, and ask students to evaluate one another using the *Career Video Evaluation Worksheets*.
3. Show PPT Slide 5. Ask the class to discuss these videos and be sure to consider:
 - What was effective?
 - What was not?
 - What elements are most important in conveying the whole idea?
4. Show PPT Slide 6. As a class, create a plan to share the videos with younger students in an assembly. Using Slide 6, work with students to determine:
 - Which videos to share in assembly (you could use the results of students scoring of these videos)
 - Content and focus of assembly
 - Who will present what elements?
5. Those students whose videos will be aired should assist with technical elements on the day of the assembly.
6. Remind students that they are the directors of their futures.

Variations and Accommodations

- Consider publishing videos on DVD for students and their parents or guardians.
- Any student needing assistance could be paired with another student for this substantive project.

Assessment

Use the *I Have a Dream Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your career goals?** text box in the Set Goals section of Career Plan.

Materials

Computer lab with video production software, overhead projector and access to CIS

[I Have a Dream \(PPTX\)](#)

[Career Video Evaluation Worksheet \(PDF\)](#)

[Career Video Evaluation Worksheet \(DOCX\)](#)

[I Have a Dream Scoring Guide \(PDF\)](#)

[I Have a Dream Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Language
- Mathematical Practice: Attend to Precision
- Mathematical Practice: Look for an Make Use of Structure
- Mathematical Practice: Use Appropriate Tools Strategically

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL CM1 Create and manage a career plan that meets your career goals.

American School Counselor Association

- Academic Development, Career Development, Personal/Social Development

Bloom's Taxonomy: Creating, Evaluating, Analyzing

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Set High Standards of Quality
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals
- Demonstrate the Ability to Balance School, Home and Community Activities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary